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ABSTRACT

Evaluation of professional staff is one aspect of the comprehensive accountability model operating in the Kalamazoo schools. This model also includes minimum objectives for all students at all grade levels in all courses, as well as objectives relating to academic excellence and career preparation. The specific personnel accountability systems used to evaluate the positions of superintendent, administrators, and instructional staff members are presented here. The performance profiles used in personnel evaluations consist of a ratings component and a performance objectives component. The ratings are provided by others who work with the person being evaluated. For instance a senior high school principal is rated by an assistant superintendent; the director of secondary instruction; teachers; other directors, supervisors, and/or coordinators; his building administrative staff; resource people; and himself. The performance objectives are mutually acceptable to the administrator being evaluated and to his immediate superordinate. The evaluation of teachers is somewhat different from that of administrators. The teacher performance profile is composed of student ratings, principal ratings, peer ratings, self-ratings, and student achievement data. In some cases, parent ratings are also used. (Author/IRT)

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Introduction

Evaluation of professional staff is one component of the comprehensive accountability model now operating in the Kalamazoo Public Schools. To clarify the rationale for this personnel evaluation system it is necessary to digress momentarily to explain the primary thrust of the overall accountability model.

Accountability as practiced in the Kalamazoo Public Schools involves the implementation of sound management concepts in an educational environment. In that sense it is a type of "common sense" management which permeates and provides direction for the entire system. Under this model specific objectives for various programs and practices are determined, the extent to which objectives are met is measured, and this information is used as feedback for making appropriate changes and recording progress. There are minimum objectives for all students at all grade levels in all courses as well as objectives relating to academic excellence and career preparation. The commitment is made to meet these objectives at a minimum level regardless of mitigating circumstances. The accountability model enables the school system to maximize student learning, to provide school patrons with information regarding the educational return for their tax dollar, to determine student performance levels in all areas, to evaluate the performance of personnel throughout the system, and to weigh fiscal considerations against educational benefits as an important criterion in all decision making.

The appropriate management structure for implementing educational accountability is viewed as being somewhat analogous with that of a successful corporation. Under this analogy school taxpayers are to the school system as stockholders are to the corporation. In a like manner the Board of Education serves a function similar to that of a Board of Directors, the Superintendent has the management and leadership responsibilities held for the corporation president, and all other school administrators constitute the management team, thereby assuming leadership responsibilities in the various units, departments and buildings which are supportive of the system-wide management effort.

It is important to emphasize the above statement "all other school administrators constitute the management team." Many school administrator groups throughout this country either have adopted or are considering adoption of a strong unionistic position. Although in most states any employee group has the right to organize, Boards of Education should avoid the strong unionization of administrator groups at the local level. Someone has to represent management and that "someone" has to be a management team consisting of administrative personnel in addition to the Superintendent. In that regard administrator evaluations must take into consideration an administrator's contributions to system-wide management efforts as well as contributions pertaining to unique needs of individual buildings or departments.

One part of the corporate analogy which does not apply to the educational setting relates to the role of students. It should be understood that students are not viewed as products. Rather, students are the consumers of the school system's products which in turn are the learning experiences and opportunities made available to them. The value or quality

of these products may be reflected by the resultant student growth. One common objective of all school personnel is the maximization of student learning and the classroom teacher is the most important element in terms of the extent to which this goal is attained.

Although the objectives of the school system are many, it is viewed basically as an academic institution with the primary responsibility of helping all young people in the school system to develop the basic skills and the basic understandings necessary to compete in this society for jobs and for higher education regardless of race, creed or sex. To achieve this end classroom environments must be conducive to learning, well organized and friendly. Furthermore, every student must be guaranteed the right to attend school without threat to safety or fear of physical violence.

Within this framework of academic emphasis reading is given the highest single priority. Expressing oneself in the English language in both written and oral forms and developing the facility to work with and understand mathematical concepts follow closely behind reading as objectives which will be met to a minimum acceptable level of performance. Beyond the achievement of these minimum objectives in the area of basic academics the commitment is made to develop standards of academic excellence which encourage students to progress on an individual basis as rapidly and as far as possible and to explore career opportunities. While articulating a basic academic thrust the importance of student growth in the areas of attitudes and motivation is also recognized. Efforts in this area are emphasized and certainly not seen as in conflict with academic growth. On the contrary research indicates that academic success and student attitudes generally vary together.

The specific personnel accountability systems used to evaluate professional employees in the Kalamazoo Public Schools are presented in what follows for the positions of the Superintendent, administrators and instructional staff.

Superintendent Accountability Salary System

For the past two years the Board of Education and the Superintendent of the Kalamazoo Public Schools have entered into an accountability based contract wherein the Superintendent's salary is adjusted annually within a range upward or downward of 10%. At the conclusion of the 1972-73 school year the salary adjustment was determined as a result of a lengthy meeting during which time Board members discussed their perceptions of the extent to which the Superintendent had reached performance objectives submitted to the Board at the beginning of the year. The decision of the Board after this meeting was to increase the Superintendent's salary by the maximum of 10% making his salary for the 1973-74 school year $33,000 compared with $30,000 for the previous year. This first trial was better than a system devoid of performance considerations, but left much to be desired in terms of specificity and objectivity. At the conclusion of the 1973-74 school year the Board's decision regarding the Superintendent's salary adjustment was determined by a much more systematic approach. This latter approach, Superintendent's Accountability Salary System, is described in this section.

For the 1973-74 school year the Board and the Superintendent mutually agreed that several relevant reference groups in addition to Board members should contribute to the overall evaluation. It was further agreed that reactions of these additional reference groups should not carry much relative weight in terms of evaluation, but should serve primarily as feedback to help the Superintendent understand more clearly how he related to various relevant groups so that he in turn might improve his effectiveness. With respect to evaluation, especially for purposes of salary adjustment, it was agreed that the Board of Education should carry by far the largest weight. This decision is consistent with the reality that the Superintendent does in fact work directly for the Board of Education.

Table 1, Administrator Performance Profile, shows the profile generated for the Superintendent for the 1973-74 school year. Note that under Sources of Ratings there are seven reference groups. Six of these consist of various subgroups of professional educators within the school system each representing a maximum weight of 1 point out of a total possible of 100. Persons in each of these groups completed the Administrator Image Questionnaire shown in Appendix A. The average rating of each of these groups is shown in column 4 of Table 1, Overall Average Rating. The Multiple Factor, column 3, is simply the figure which when multiplied by the average rating in column 4 appropriately reflects the relative assigned weight of the various reference groups in column 5, Total Achieved Points. For example, the average rating by Assistant Superintendents was 4.74, and the average rating by School Board members was 4.66. However, because the Assigned Weight of Assistant Superintendents was 1 and that of School Board members was 5 the appropriate Multiple Factors, .2 and 3 respectively, generated achieved points values of .948 and 13.98 for these two groups so as to represent accurately each Assigned Weight.

An extremely important use of reference group data is the comprehensive information available to the Superintendent showing profiles for various reference group responses to questionnaire items as well as the percen-

TABLE 1

ADMINISTRATOR PERFORMANCE PROFILE

POSITION - SUPERINTENDENT — June 17, 1974

RATINGS

COLUMN 1 Sources of Ratings	COLUMN 2 Assigned Weights	COLUMN 3 Multiple Factor	COLUMN 4 Overall Average Rating AIQ	COLUMN 5 Achieved Points (Col. 4 x Col. 3)
1. ASSISTANT SUPERINTENDENTS	1	.2	4.74	.948
2. DIRECTORS	1	.2	4.32	.864
3. PRINCIPALS	1	.2	4.33	.866
4. TEACHERS	1	.2	3.01	.602
5. COORDINATORS/ SUPERVISORS	1	.2	3.82	.764
6. ADMINISTRATORS WITHIN DEPT.	1	.2	4.19	.838
7. PARENTS	4	.8	3.82	3.056
TOTAL	10			7.938
SCHOOL BOARD MEMBERS	15	3.0	4.66	13.980
TOTAL	25			21.918

PERFORMANCE OBJECTIVES

PERFORMANCE OBJECTIVES	75	65.895
TOTAL POINTS	100	87.813

tage of persons in each reference group responding in the different categories of all questions asked. For example, feedback to the Superintendent is available regarding average responses to all questionnaire items and the percentage of each reference group indicating *never, seldom, sometimes, usually* or *always* to each question on the Administrator Image Questionnaire.

The seventh component under Sources of Ratings, Parents, was assigned a possible maximum weight of 4. Parent reactions were obtained through a single question as a part of a more lengthy Parent Opinion Questionnaire sent to all parents of students in the Kalamazoo Public Schools. The question asked was "William Coats, Superintendent, does a good job of administering the school system." The questionnaire provided for one of three responses: *agree, disagree* or *uncertain*. As can be seen out of a total of ten points possible from Sources of Ratings, 7.938 points were achieved representing approximately 80% accomplishment for this component.

School Board members completed the Superintendent Image Questionnaire shown in Appendix A. This questionnaire is identical to the Administrator Image Questionnaire used for all administrators with the exception that some words were changed to make the questionnaire more appropriate for Board members responding to their chief administrator. It was agreed that Board members' responses to the Superintendent Image Questionnaire would make up an additional 15 possible points out of the total of 100. As shown in column 5 the average responses of Board members on each of the 5 point scales was 4.66 which, when multiplied by the appropriate multiple factor in column 3, generated a value of 13.98 for Achieved Points in column 5.

To summarize the Sources of Ratings component of the Administrator Performance Profile, school system reference groups included: Assistant Superintendents, Directors, Principals, Teachers, Coordinator/Supervisors and Administrators within Departments. Each of these groups represented a maximum possible weight of 1 point each for a combined total of 6 points possible for ratings of the Superintendent by professional educators within the system. Parents as a group constituted a maximum of 4 points. Hence, school system reference groups plus Parents represented a maximum of 10 possible points. Board of Education responses to the Superintendent Image Questionnaire represented a maximum of 15 points yielding a Total Points Possible of 25 as a result of Sources of Ratings based on the image questionnaires. As indicated in column 5, Total Points Achieved for this image component was 21.918.

The most influential component of the grand total for the Achieved Points column was the extent to which the Superintendent met performance objectives throughout the year as judged by Board members. As the Administrator Performance Profile indicates complete achievement of all performance objectives as judged by the Board could have generated a maximum of 75 points. The actual Achieved Points for performance objectives was 65.895. The specifics for determining the extent to which performance objectives were met was determined by using the Performance objectives Evaluation Form Worksheet shown in Appendix A. Labels in the left column of the form correspond directly to the several page document entitled *1973-74 Performance Objectives for Kalamazoo Public Schools* submitted to the Board of Education on September 7, 1973. This document

contained considerable narrative related to each of the performance objective labels and provided much guidance in terms of criteria to be used for evaluating performance objective achievement. Recognizing that some performance objectives were more important than others, the Superintendent working with representatives from the Board of Education, assigned a weighted importance on a 5 point scale to each of the specific objectives. Results of these assignments are shown by the circled number in the Weighted Importance column of the Performance Objective Evaluation Form Worksheet in Appendix A.

Throughout the year the Superintendent kept Board members aware on a regular basis of progress with respect to meeting annual performance objectives. These reports culminated with a several hour meeting between the Superintendent and members of the Board of Education during which the Superintendent reminded Board members of earlier reports dealing with performance objectives achievement and shared with them all additional data necessary for Board members to be able to make an intelligent decision regarding the degree of accomplishment for each objective. Board members then completed the Performance Objectives Evaluation Form Worksheet by circling under Degree of Accomplishment for each objective the number which best represented their judgment of the extent to which that objective had been met during the past year. All Board member responses were confidential and anonymous. They were collected by a single Board member and given directly to the Director of Research and Development for data processing and inclusion in the overall Administrator Performance Profile for the Superintendent shown in Table 1. Results of average Board member responses to performance objective achievement are shown in the Administrator Performance Profile Evaluation Form presented in Table 2. The Multiple Factor is the figure which when multiplied by the average overall rating appropriately reflects the various Weighted Importances in the Achieved Points column. The Points Achieved for each objective is shown in column 5, Achieved Points, the sum of which is the 65.89 also shown in the Administrator Performance Profile of Table 1.

As the Administrator Performance Profile indicates the scheme used was based on a total of 100 points, 10 points for reference group ratings, 15 points for Board member ratings and 75 points for Board members' evaluation of the extent to which performance objectives were met. As shown in column 5, the total points generated by reference groups, including Board members, reacting to the image questionnaire was 21.918. Board members' judgments of performance objectives accomplishment was 65.895 for a total achieved points of 87.813 out of a possible of 100 points.

This scale of 87.8 was then compared with the scale shown in Table 3, Salary Related to Points Achieved. As indicated in this table the salary range could have gone from negative 10% to positive 10% as shown in the left column, Salary Percentage. Both the Superintendent and Board members agreed prior to completing this year's evaluation instrument that a percentage of Points Achieved of less than 50 would constitute such poor performance as to suggest dismissal. It was decided therefore to assign the lowest salary reduction of negative 10% to a Points Achieved percentage of 50. At the opposite end of the scale it was agreed that achievement approaching or exceeding 90% would constitute near perfection and merit the maximum increase of 10%. Other salary

TABLE 2

ADMINISTRATOR PERFORMANCE PROFILE
EVALUATION FORM

POSITION - SUPERINTENDENT — June 17, 1974

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
Performance Objective Number	Weighted Importance	Multiple Factor	Degree of Accomplishment	Achieved Points (Col.4 x Col.3)
IA	3	.3846	4.0	1.53840
IB	4	.5128	4.4	2.25632
IC1	4	.5128	4.6	2.35888
IC2	4	.5128	4.4	2.25632
IC3	4	.5128	4.4	2.25632
IIA	4	.5128	4.4	2.25632
IIB1	4	.5128	4.2	2.15376
IIB2	4	.5128	4.4	2.25632
IIIA1	5	.6410	4.6	2.94860
IIIA2	5	.6410	4.2	2.69220
IIIA3	3	.3846	3.6	1.38456
IIIA4	4	.5128	4.6	2.35888
IIIB	4	.5128	4.4	2.25632
IIIC1	2	.2564	4.2	1.07688
IIIC2	5	.6410	4.4	2.82040
IIIC3	2	.2564	3.6	0.92304
IIIC4	4	.5128	4.2	2.15376
IIIC5	5	.6410	4.8	3.07680
IIIC6	1	.1282	3.8	0.48716
IIIC7	1	.1282	3.4	0.43588
IIIC8	1	.1282	3.2	0.41024
IVA	3	.3846	4.8	1.84608
IVB	3	.3846	4.6	1.76916
IVC	2	.2564	4.2	1.07688
IVD	1	.1282	3.8	0.48716
VA	4	.5128	4.6	2.35888
VB	4	.5128	4.8	2.46144
VC	2	.2564	4.0	1.02560
VD	3	.3846	4.4	1.69224
VE	5	.6410	4.4	2.82040
VF	5	.6410	4.8	3.07680
VG	5	.6410	4.6	2.94860
VH	2	.2564	4.0	1.02560
VI	5	.6410	4.6	2.94860
				65.89480

TABLE 3

SALARY RELATED TO POINTS ACHIEVED
SUPERINTENDENT

SALARY PERCENTAGE	POINTS ACHIEVED PERCENTAGE
-10.0	50
- 9.5	51
- 9.0	52
- 8.5	53
- 8.0	54
- 7.5	55
- 7.0	56
- 6.5	57
- 6.0	58
- 5.5	59
- 5.0	60
- 4.5	61
- 4.0	62
- 3.5	63
- 3.0	64
- 2.5	65
- 2.0	66
- 1.5	67
- 1.0	68
- 0.5	69
0.0	70
+ 0.5	71
+ 1.0	72
+ 1.5	73
+ 2.0	74
+ 2.5	75
+ 3.0	76
+ 3.5	77
+ 4.0	78
+ 4.5	79
+ 5.0	80
+ 5.5	81
+ 6.0	82
+ 6.5	83
+ 7.0	84
+ 7.5	85
+ 8.0	86
+ 8.5	87
+ 9.0	88
+ 9.5	89
+10.0	90

levels and points achieved percentages were evenly distributed between these two extremes as shown in the scale. The total Points Achieved of 87.8 falls between a salary percentage increase of 8.5 and 9.0. Mathematical interpolation shows that the Points Achieved percentage of 87.8 would convert to a Salary Percentage increase of 8.9. This is determined by multiplying .8 by .5 and by adding the product of .4 to 8.5.

It is recognized that the overall system presented here as well as the individual components are not perfect. However, it was believed that it was necessary to try something to serve as a model so that appropriate refinements could be made in developing a fairly objective and valid system for determining educator accountability. The system is being studied and refinements are being made. Also, it served as the basic model for the more general Administrator Accountability Salary System described in the next section.

Administrator Accountability Salary System

In an effort to reward excellence and discourage mediocrity an accountability-based salary system has been implemented for all administrators. With this system administrator salaries are adjusted for either or both of the following reasons: (1) performance and (2) reclassification. Judgments of performance are based on the extent to which an administrator achieves meaningful performance objectives and on comprehensive feedback from relevant reference groups. Reclassification is based on the scope and function of the position.

The administrator accountability system is similar to that for the Superintendent wherein his salary at the end of each year may be adjusted anywhere from 10 percent upward to 10 percent downward, depending on the extent to which he is able to meet specific performance objectives. One primary difference is that the evaluation of the Superintendent is based on the collective judgment of a seven-member Board of Education while the evaluation of other administrators is coordinated and finally determined by the Superintendent after careful analysis of extensive input from other appropriate administrators who in turn utilize information generated by relevant reference groups. Another difference is that for the 1974-75 school year percentage changes for administrators vary from 0 to 9 percent rather than from a negative 10 to a positive 10 percent. These percentages, basic salary ranges, and other specifics of the performance evaluation components for administrators are reviewed and updated periodically.

Performance Evaluation Components

In using the Administrator Accountability Salary System to judge performance the Superintendent bases his evaluations on two components: (1) subgroup ratings and (2) the meeting of performance objectives. Scores on these two factors are merged to determine an administrator's overall performance. The merging is such that the total evaluation based on ratings and performance objectives yields a maximum of 100 points with 50 points for ratings and 50 points for performance objectives as shown in Table 4.

TABLE 4

WEIGHTING FACTORS FOR ADMINISTRATOR ACCOUNTABILITY SYSTEM

COMPONENTS	RECOMMENDED WEIGHTS
Ratings	50
Performance Objectives	50
Total Points	100

A sample of the form used for the position of Senior High School Principal is shown on the following page in Table 5. The exact procedures followed for this position are discussed in the example below. The procedure is the same for all other administrative positions with the exception that the reference groups providing ratings and the weights assigned to those ratings vary. Relevant reference groups for each administrative position are listed in Appendix B. The instrument used for Sources of Ratings is the Administrator Image Questionnaire (AIQ) shown in Appendix A. All scoring of rating forms and arithmetic computations are performed by a computer based operation resulting in the type of summary information presented in Table 5. Appropriate administrative personnel, through computer terminals, have nearly instantaneous access to this summary information as well as to the more specific information on which the summary data are based. Examples of information representing specific components of the overall administrator performance profile are shown in Appendix C.

Example

1. Ratings

   a. The Assigned Weights column reflects the maximum number of points allowed for the various rating groups. As much as possible these weights are mutually acceptable to both the evaluator and the evaluatee, but in all cases 50% of the overall evaluation is based on Ratings.

   b. The Achieved Points column is a direct computation based on reactions of the various reference groups as reported on the Administrator Image Questionnaire (AIQ). Since the AIQ is based on a 5 point scale each Assigned Weight in the Assigned Weights column is divided by 5 to determine the Multiple Factor to be used to calculate the Achieved Points column. This Multiple Factor provides for the proper weighting in the Achieved Points column. Note therefore that the first two values in the Achieved Points column are based on a Multiple Factor of 3 times the Overall Average Rating from two Sources of Ratings. The remaining Achieved Points are derived by the same procedure being applied to other Sources of Ratings. The increase or decrease of the Overall Average Rating value could be determined by any multiple greater than 0 depending upon the weight assigned. The degree to which the Achieved Points are maximized for any Source of Rating is dependent on the Assigned Weights and Overall Average Rating. For instance, in the example the Overall Average Rating by the Assistant Superintendent for Building Administration was 4.0 yielding an Achieved Points value of 12.0 or 3.0 times 4.0. The Achieved Points generated by the Resource People is 3.2 or .8 times 4. The total Achieved Points (40.8) derived from the ratings component is a summation of Achieved Points for each Source of Rating.

2. Performance Objectives

   The other component of the administrator accountability model is the extent to which an administrator meets previously stated performance objectives mutually acceptable to both the administrator and immediate superordinate. While there is significant commonality of

TABLE 5

ADMINISTRATOR PERFORMANCE PROFILE

POSITION - SENIOR HIGH SCHOOL PRINCIPAL

RATINGS

COLUMN 1 Sources of Ratings	COLUMN 2 Assigned Weights	COLUMN 3 Multiple Factor	COLUMN 4 Overall Average Rating AIQ	COLUMN 5 Achieved Points (Col.4 x Col.3)
1. ASSISTANT SUPERINTENDENT FOR BUILDING ADMINISTRATION	15	3.0	4.0	12.0
2. DIRECTOR OF SECONDARY INSTRUCTION	15	3.0	4.5	13.5
3. TEACHERS	4	.8	3.5	2.8
4. OTHER DIRECTORS, SUPERVISORS AND/OR COORDINATORS	5	1.0	4.0	4.0
5. BUILDING ADMINISTRATIVE STAFF-ASSISTANT PRINCIPALS AND DEAN OF STUDENTS	4	.8	4.0	3.2
6. RESOURCE PEOPLE (i.e., INSTRUCTIONAL SPECIALIST, ACADEMIC SPECIALIST, LEADER OF STUDENT SERVICES, etc.)	4	.8	4.0	3.2
7. SELF	3	.6	3.5	2.1
	50			40.8
PERFORMANCE OBJECTIVES				
* PERFORMANCE OBJECTIVES POINTS ACHIEVED	50			42.0
TOTAL POINTS	100			82.8

PERCENT SALARY ADJUSTMENT_____

objectives for a number of administrators such as those regarding academic achievement, elimination of discrimination, alternatives to suspensions and staff evaluation which differentiates, in all cases administrators have certain objectives unique to their building or department. Each administrator's evaluator conducts appropriate conferences and assesses relevant data in determining the weighted importance of objectives and in examining the extent to which an administrator meets stated performance objectives for each school year. At the building level the Directors of Elementary and Secondary Instruction evaluate those performance objectives relating directly to instruction and the Assistant Superintendent for Building Administration evaluates those performance objectives related to the noninstructional areas. The technique used in making this determination is basically the same as presented above for Ratings. The narrative below in conjunction with Table 6 describes the procedure for determining the extent to which performance objectives are met by the High School Principal.

a. The Performance Objective Number column is used to list each performance objective that is to be evaluated. For some administrators there are as few as five and for other administrative positions as many as fifteen. Labels for objectives represented by the various numbers are listed.

b. The Weighted Importance column allows the evaluator to indicate the relative importance of each objective. As in other cases the amount of importance for an objective reflects mutual agreement between the evaluator and evaluatee if at all possible. Examples of diiferent values for Weighted Importance are shown in Table 6 where academic achievement receives a Weighted Importance rating of 10 while objectives regarding extra curricular activities receive a Weighted Importance rating of 4.

c. In the Degree of Accomplishment column a 5 point scale is used to reflect the evaluator's judgment of the extent to which an objective has been met. As indicated above, conferences are held with the administrator and evaluator to mutually examine data and assign appropriate weights and values. However, the evaluator makes the final decision regarding the degree of accomplishment for a particular objective.

d. The value in the Achieved Points column is calculated by multiplying the judged actual Degree of Accomplishment for the objective times the Multiple Factor. Since the Degree of Accomplishment is based on a 5 point scale each Weighted Importance is divided by 5 to determine the Multiple Factor. This Multiple Factor provides for the proper weighting in the Achieved Points column. As an example, Objective #9 has a Multiple Factor of .8 and the Degree of Accomplishment is judged to be 3, so the Achieved Points equals 2.4.

e. The total Achieved Points (42.0) derived for performance objectives is a summation of the Achieved Points for each objective.

3. Total Points

Finally, for the example in question by adding the two acheived scores for the two components 40.8 (ratings) and 42 (performance objectives)

TABLE 6

PERFORMANCE OBJECTIVES
EVALUATION FORM

POSITION - SENIOR HIGH SCHOOL PRINCIPAL

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
Performance Objectives Number	Weighted Importance	Multiple Factor	Degree of Accomplishment	Achieved Points (Col. 4 x Col. 3)
1	4	.8	4	3.2
2	10	2.0	5	10.0
3	10	2.0	4	8.0
4	3	.6	2	1.2
5	2	.4	5	2.0
6	5	1.0	4	4.0
7	4	.8	5	4.0
8	4	.8	4	3.2
9	4	.8	3	2.4
10	4	.8	5	4.0
	*50			42.0

(More Objectives May Be Listed As Needed)

NOTE: Labels for objectives represented by the various numbers are listed below.

1. Parent Involvement
2. Norm Referenced Achievement
3. Criterion Referenced Achievement
4. Elimination of Racial and Sex Discrimination
5. Alternatives to Suspensions
6. Differentiation of Staff
7. Staff Morale
8. Student Morale
9. Extra Curricular Activities
10. Staff Inservice

* An administrator may have any number of objectives or any assigned weighted importance for objectives.

the administrator received a total score of 82.8 points out of a total possible of 100. For purposes of salary adjustment these achieved points for all administrators are compared with the figure entered in Table 7 on page 16. As was the case for the Superintendent's Accountability Salary System described previously a percent of accomplishment of 50% or less results in the most negative salary adjustment possible, excluding dismissal, which is a zero dollar increase. Percentage of performance accomplishment reaching 90% rates a maximum salary increase of 9%. Points Achieved percentages between these two extremes of 50% and 90% are evenly distributed between the two salary percent increase extremes of 0% and 9% as shown in Table 7. For the present example the Points Achieved percentage of 82.8 corresponds to a salary increase of 7.4% These values are the primary determinants in making decisions about salary changes. Any salary change not commensurate with these figures must be accompanied by strong rationale which may be presented during the Evaluation Summary-Superintendent conference described below.

4. Further Example

To further clarify the procedure an example of an overall evaluation for an Elementary Principal is shown on page 17 in Table 8. Note that the Sources of Ratings (column 1) are different than those shown in Table 5 as are the Assigned Weights (column 2), which in turn generate new multiples in column 3.

Reclassification

As stated above the only other reason for adjusting salaries is occasional reclassification based on periodic studies of the scope and function of various administrative position. These studies are conducted by a committee consisting of a representative group of administrators and personnel in the Superintendent's office. Also, the Board of Education gives ultimate approval to salary ranges reflecting job scope and function.

Evaluation Summary - Superintendent

A summary of each administrator's performance accompanied by any salary change is shared with the administrator in written form by the Superintendent. This written summary follows a conference including the administrator, Superintendent and other appropriate personnel. At the secondary level the conference participants include the Principal, Superintendent, Director of Secondary Instruction (responsible for evaluating the instructional areas of the administrator's performance) and Assistant Superintendent for Building Administration (responsible for evaluating noninstructional areas of the administrator's performance). At the elementary level, the conference participants include the Principal, Superintendent, Director of Elementary Instruction (responsible for evaluating the instructional areas of the administrator's performance) and Assistant Superintendent for Building Administration (responsible for evaluating noninstructional areas of the administrator's performance). Each Assistant Principal is scheduled in a conference with the Principal and Superintendent. Other administrative personnel are involved in a conference with their superordinate, Superintendent and other appropriate personnel. Primary factors for determining performance and salary changes are as outlined above in the Administrator Accountability Salary System. In all cases the final determination regarding performance and salary adjustments is made by the Superintendent.

TABLE 7

SALARY RELATED TO POINTS ACHIEVED
ADMINISTRATORS

SALARY PERCENTAGE	POINTS ACHIEVED PERCENTAGE
0.000	50
0.225	51
0.450	52
0.675	53
0.900	54
1.125	55
1.350	56
1.575	57
1.800	58
2.025	59
2.250	60
2.475	61
2.700	62
2.925	63
3.150	64
3.375	65
3.600	66
3.825	67
4.050	68
4.275	69
4.500	70
4.725	71
4.950	72
5.175	73
5.400	74
5.625	75
5.850	76
6.075	77
6.300	78
6.525	79
6.750	80
6.975	81
7.200	82
7.425	83
7.650	84
7.875	85
8.100	86
8.325	87
8.550	88
8.775	89
9.000	90

TABLE 8

ADMINISTRATOR PERFORMANCE PROFILE

POSITION - ELEMENTARY SCHOOL PRINCIPAL

RATINGS

COLUMN 1 Sources of Ratings	COLUMN 2 Assigned Weights	COLUMN 3 Multiple Factor	COLUMN 4 Overall Average Rating AIQ	COLUMN 5 Achieved Points (Col. 4 x Col. 3)
1. ASSISTANT SUPERINTENDENT FOR BUILDING ADMINISTRATION	15	3.0	4.5	13.5
2. DIRECTOR OF ELEMENTARY INSTRUCTION	15	3.0	4.0	12.0
3. TEACHERS	5	1.0	4.0	4.0
4. OTHER DIRECTORS, SUPERVISORS AND/OR COORDINATORS	6	1.2	4.5	5.4
5. RESOURCE PEOPLE (i.e., INSTRUCTIONAL SPECIALIST, ACADEMIC SPECIALIST, LEADER OF STUDENT SERVICES, etc.)	5	1.0	3.5	3.5
6. SELF	4	.8	3.0	2.4
	50			40.8
PERFORMANCE OBJECTIVES				
PERFORMANCE OBJECTIVES POINTS ACHIEVED	50			41.0
TOTAL POINTS	100			81.8

PERCENT SALARY ADJUSTMENT_____

System for Evaluating Instructional Personnel

During the past two decades there has been an increasing concern for accountability in the field of education. The reason for this accelerated concern seems to be associated with many complex and interrelated sociological phenomena currently operative in the United States. Among these factors are the changing school curriculum; fluctuating school enrollments; and the growing militancy of administrators, teachers and students. These and other factors, including inflation, have caused a rapid increase in school expenditures. As financial support from the public has increased, the proponents of accountability have become more vocal. Grieder[1] states:

> It is inevitable and desirable that teachers and administrators give better account of their professional activities and the funds that are devoted to schooling. As salaries continue to rise, the pressure for accountability will increase. In a few years they may well lead to greater interest in better teaching, in really good teaching by dedicated teachers.

If satisfactory responses are to be made to the demands of accountability, there is a need to measure the performance of the instructional staff of any given school system. However, as with most theoretical concepts such as accountability, there is a tremendous gap between what accountability should be when discussed in an idealistic sense and what it takes to implement it in a school system. In order to bridge this gap and to ensure improved achievement of students, the Kalamazoo Public Schools has developed a series of accountability schemes for their instructional staff. These schemes are collectively referred to as the Instructional Staff Performance Profiles (ISPP) and presently include the following:

1. Teacher Performance Profile
2. Secondary Instructional Specialist Performance Profile
3. Secondary Academic Specialist Performance Profile
4. Elementary Instructional Specialist Performance Profile
5. Student Leader Performance Profile
6. Counselor Performance Profile

The various schemes were implemented during the 1972-73 school year and have undergone continual modification.

Two major purposes of the Instructional Staff Performance Profiles (ISPP) are: (1) to serve as a comprehensive accountability scheme which provides instructional staff with relevant feedback in reference to improving their performance, and (2) to serve as a management information system for principals to use as a basis for evaluative decisions. These schemes are based on the rationale that instructional staff evaluations utilizing multiple components are better than those using only a principal's rating. The ISPP is an attempt to obtain a measure of multiple factors which individually may contain considerable bias, but collectively constitute an objective, comprehensive and accurate appraisal of the performance of the instructional staff.

[1]Grieder, Calvin, "Educators Should Welcome Pressure for Accountability." Nation's Schools. LXXV (May 1970, 14.

In attempting to evaluate instructional personnel, the Kalamazoo Public Schools has experienced more controversy and confrontation than has been the case with other employee groups. In a recent Position Statement representatives of the local teacher union indicated that it is impossible to evaluate teacher effectiveness and inane to hold one human accountable for the behavior of another. Needless to say, the school management is in disagreement with that statement. Administrators, as part of their normal functions, can and are evaluating teacher performance at least to the extent of reducing uncertainty about the quality of job being done by various professionals within the school system. Also, they are holding the professional staff accountable for certain behaviors of other human beings for whom they have management responsibilities. People who pay the taxes to support schools for the most part have their performance evaluated, and work in environments where certain people have management responsibilities for the behavior of others. It is difficult to justify lesser expectations for educators. The teacher evaluation scheme used in the Kalamazoo Public Schools represents significant input from professional educators throughout the system including members of the local teacher association. However, while there was agreement on certain components, the overall scheme presented below reflects management judgments for those components where mutual agreement was not achieved.

The accountability model used to evaluate teachers is the Teacher Performance Profile shown in figure 1 on page 22. The Teacher Performance Profile consists of the following components:

1. Student ratings
2. Principal ratings
3. Peer ratings
4. Self ratings
5. Student achievement data

Additionally, parent ratings are utilized when these ratings are deemed to be representative.

The Department of Research and Development (R & D) coordinates the collection of data for each of the component parts of the Teacher Performance Profile. The Teacher Performance Profile utilizes the multi-component approach to teacher evaluation which is predicated on the philosophy that measures on numerous variables from relevant reference groups and/or individuals result in the most accurate assessment of a teacher's performance. When utilizing a multi-component accountability model such as the Teacher Performance Profile, it is important to realize that none of the components in and of themselves constitute a total evaluation. For example, students do not evaluate teachers; students react to teachers. However, when data are collected and analyzed for all of the components of the Teacher Performance Profile, student reactions do contribute to a teacher's overall evaluation. In essence, the Teacher Performance Profile serves as a management information system for providing meaningful feedback for improving teacher performance. Additionally, it serves as data for making evaluative decisions.

While the Teacher Performance Profile utilizes several components in conjunction with a principal's rating, the final decision regarding a teacher's overall evaluation rests with the principal. Copies of the teacher's performance profile serve as a primary topic of discussion during

end-of-year and beginning-of-year principal/teacher conferences. Similar models are used to evaluate non-teaching personnel.

Specifics related to the compilation of the Teacher Performance Profile are completed by the Department of Research and Development and a copy is mailed to each building principal. Completion of the Teacher Performance Profile is administered in the following manner.

I. Student Ratings

Each classroom teacher in grades K through 12 is rated by students on the Teacher Image Questionnaire (Appendix A). Note that different forms of the questionnaire are used at various grade levels depending on reading and comprehension abilities of students. Student rating materials are supplied to the building principal by the Department of Research and Development. The completed student rating materials must be returned to the Department of Research and Development no later than March 1 for probationary teachers and March 15 for tenure teachers.

II. Principal Ratings

Both probationary and tenure teachers are rated each year by the building principal. The Teacher Evaluation Form (Appendix A) is the instrument used by principals to rate teachers. While the master agreement does not specifically state the length of a classroom observation made by the principal to observe a teacher's classroom performance, the observation is sufficiently long and frequent to allow for an objective analysis of the teacher's performance. Thirty minutes of observation is regarded as a minimum. Probationary teachers receive at least two written evaluations per year. Principals return the completed teacher evaluation forms for all probationary teachers to the Employee Relations Division no later than March 15. The completed teacher evaluation forms for tenure teachers must be returned to the Employee Relations Division no later than April 15. However, if the evaluator is considering recommending dismissal of the tenure teacher, the evaluation forms must be returned no later than March 15.

III. Peer Ratings

At least five, but no more than 15, fellow teachers compose the peer group that rate a teacher. Each teacher must submit to the principal a list of at least five peers who are knowledgeable of the teacher's behavior. The final list of teachers must be acceptable to the principal. The Peer Image Questionnaire (Appendix A) is the instrument used for peer ratings and the completed peer rating forms must be returned to the Department of Research and Development no later than March 15.

IV. Self Ratings

Each teacher rates himself/herself on the following instruments: Teacher Image Questionnaire, Teacher Evaluation Form and the Peer Image Questionnaire. The self ratings must be completed by each teacher prior to the conference scheduled with the principal. The teacher brings to the scheduled teacher/principal conference all of the completed self ratings. The teacher retains one copy of the completed

instruments and gives another completed copy of the instruments to the building principal. All teachers' self ratings must be completed no later than March 15.

V. Student Achievement Data

In grades 1 through 9 the Metropolitan Achievement Test (MAT) is administered in September (pre-test) and May (post-test) of the school year. At the high school level the Stanford Test of Academic Skills (TASK) is administered in grades 10 through 12 during the month of September of each school year. The results of the pre-test/post-test MAT data are returned to the principal in August and to the teacher at the beginning of the next school year (September). In the secondary classrooms and those elementary areas not amenable to standardized tests, teachers develop criterion-referenced tests with the aid of personnel from the Department of Research and Development. These teacher-made tests are part of the G.O.T. program where G.O.T. stands for goals, objectives and test. Recognizing that standardized achievement tests leave much to be desired for many subject areas and learning units, this program is used as a companion to the norm-referenced standardized testing system such as MAT and TASK to ensure the gathering of as much relevant cognitive data as possible.

The summary compilation of teacher performance as measured by the five components of the Teacher Performance Profile discussed above is shared with teachers and recorded in personnel files in the histogram form shown below as Figure 1. Data from which each vertical bar of the histogram is derived are also included as additional information necessary for making specific interpretations and decisions regarding teacher performance and ideas for improving that performance. Examples of these additional supporting data are shown in Appendix C as the Teacher Image Profile based on student reactions to the Teacher Image Questionnaire and as MAT results, which is a profile of subtest performance on the Metropolitan Achievement Test. More specific data of the type on which student reactions and subtest performance on the Metropolitan Achievement Test are based can be made available including if desired such information as individual item analyses. Additionally, the Principal Rating component is supported by comprehensive written appraisals which identify specific areas in which the teacher needs to show improvement and Peer Ratings are supported by comprehensive feedback regarding specific areas of strengths and weaknesses as viewed by other teachers. Finally, Self Ratings are compared with data regarding Student Ratings, Principal Ratings and Peer Ratings for purposes of determining discrepancies between actual and self perceptions. For certain teaching positions and staff personnel appropriate substitutes are made for the achievement components of the overall evaluation when necessary as may be the case for classes such as those in physical education, art and music. For these positions a rating by the appropriate curriculum supervisor generally replaces the achievement component.

While recognizing that each component of the teacher evaluation scheme has some limitations, all components taken together begin to give a fairly accurate picture of teacher performance. In those classrooms where students learn a lot, have positive views regarding the quality of the learning experience, where other teachers indicate that the teacher is making significant contributions toward curriculum development and where the principal has high regard for teacher performance, one has considerably reduced

TEACHER PERFORMANCE PROFILE
Graphic Representation of Component Parts

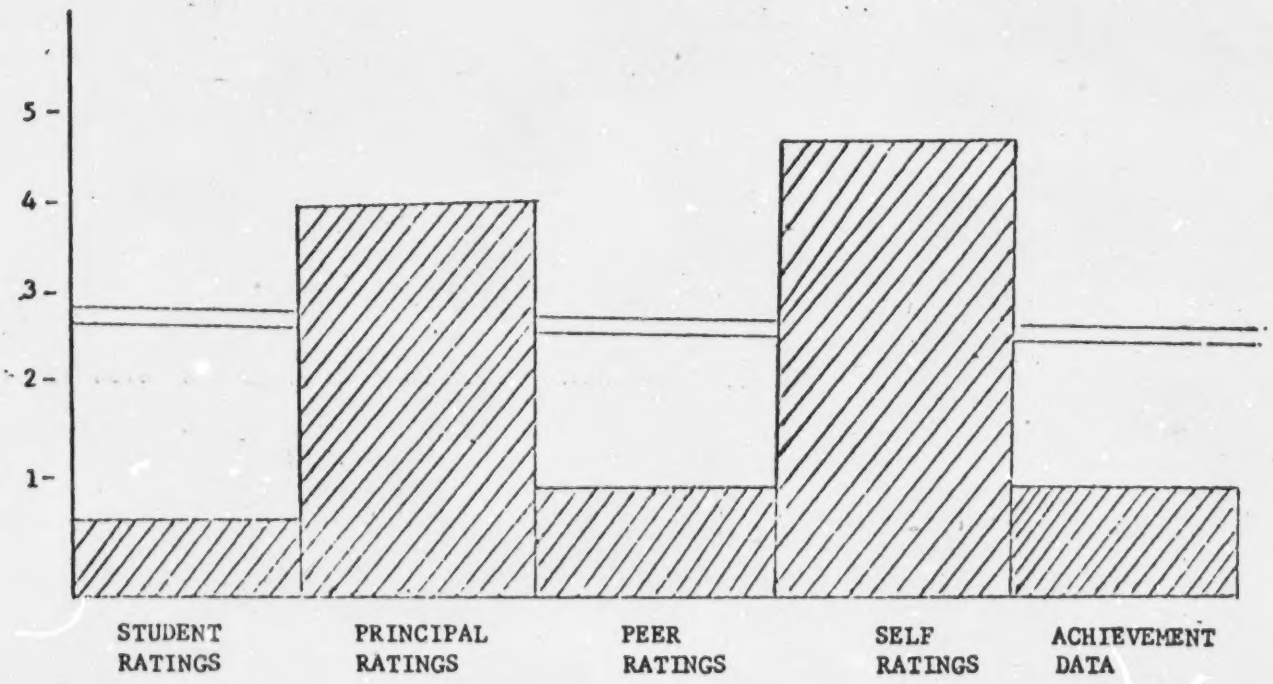

Figure 1

uncertainty regarding the quality of the job being done by that particular teacher and can be comfortable in giving that teacher a rather high rating. On the contrary, in those classrooms exemplified by zero or negative learning, chaos, poor student attitudes, low regard from other teachers and poor evaluations by the principal, one has identified a teacher who is having some problems. The first job is to share this information with the teacher and try to improve the teacher's performance. If over time no positive change is observed, then the school system may have an obligation to get that teacher out of the classroom. The result is that this accountability method protects teachers against such things as personality conflicts with the principal while at the same time providing direction for specific teacher performance expectations and, ultimately producing the best possible learning environments for students.

An attempt is now being made to develop with representative teachers a way to assign weights to various components of teacher performance such that an evaluation model based on a multiple linear equation of the type discussed above for administrators may be used to generate numbers which accurately differentiate between levels of teacher effectiveness. It is believed that this model in turn may be used to develop a career salary system for teachers such that salary adjustments reward excellence and discourage mediocrity. At the present time it appears that the various weights to be used will vary as a function of the teaching setting.